

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
- BF.II Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI Are the early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?

State Goals (for reporting period July 1, 2002 through June 30, 2003):

- The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.*
- The percentage of students with disabilities in Grades 3 and 7 who are proficient readers will increase, while the percentage that have the Missouri Assessment Program Communication Arts exam read to them will decrease.*
- The percentage of students with disabilities scoring at the Step 1 and Progressing achievement levels will decrease, while the percentage of students with disabilities scoring at Proficient and Advanced will increase for each of the MAP subject area assessments.*
- The percentage of students with disabilities graduating with a regular diploma will increase.*
- The percentage of students with disabilities that drop out of school will decrease.*
- The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.*

State Goals Established during Improvement Planning (submitted July 1, 2003):

- Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB.*
- Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.*
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

*Also goal/indicator for students who are non-disabled

Performance Indicators (for reporting period July 1, 2002 through June 30, 2003):

- BF.I The percentage of children with disabilities receiving special education, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment. For each particular disability category and educational setting, the percentage of children, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment.
- BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.
- BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.
- BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.
- BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.
- BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

BF.1 The percentage of children with disabilities receiving special education, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment. For each particular disability category and educational setting, the percentage of children, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

See Attachment 2 – Disproportionality Baseline/Trend Data

Attachment 2 provides special education child count by race, disability by race and placement by race data. A brief summary of the data follows:

- Special Education Child Count by Race – No over-representation in any racial/ethnic category was found. Under-representation was found for the Hispanic, Asian and Native American populations. These under-representations are not focus areas due to the small percentages of both special education and all students in these racial/ethnic categories in Missouri.
- Disability by Race – For Black students, three disability categories, Mental Retardation, Emotional Disturbance and Specific Learning Disabilities, showed significant over-representation, and Speech/Language Impairment showed significant under-representation. Blindness, Deafness and Deaf/Blindness also showed over-representation, but these are not focus areas due to the low numbers of students in these categories. For the Hispanic, Asian and Indian populations, numerous disability categories showed disproportionality. These findings are not focus areas due to the small numbers of students in these racial/ethnic categories in Missouri. No disproportionality was seen for the White students.
- Placement by Race – For the Black population, there were several areas of over- or under-representation. The most significant, based on the number of students affected, shows over-representation of Black students in self-contained settings. For the White population, four placement categories, self-contained, Separate Private, Separate Public and Public Residential showed under-representation. For the Hispanic, Asian and Indian populations, numerous placement categories showed under- or over-representation. Due to the small numbers, these are not focus areas.

After looking at the data on a statewide level, it was clear that the most significant areas of disproportionality were over-representation of Black students in the disability categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities and in the placement category of Self-Contained (outside regular class greater than 60% of the time). Obviously, other areas of disproportionality exist, but most were either in racial/ethnic categories that represent less than three percent of Missouri's student population or in low-incidence disability or placement categories. Based on this, Missouri's examination of data at a district level focused on the following:

- Over-representation of Black students in Special Education
- Over-representation of Black students in the disability category Mental Retardation
- Over-representation of Black students in the disability category Emotional Disturbance
- Over-representation of Black students in the disability category Specific Learning Disabilities
- Over-representation of Black students in the placed outside regular education greater than 60% of the time (primarily self-contained settings)

A determination of disproportionality was made for each of the five categories if all three of the following were found to be true:

- Statistical significance based on a z-test ($p < 0.05$)
- Significance based on a "P + 10% of P" criteria
- A minimum of 10 students in the category

Districts were then rank-ordered based on the number of disproportionate calls made (possible range of zero to five). The results follow:

- Three districts were found to have over-representation of black students in all five areas
- An additional eleven districts were found to have an over-representation of black students in four of the five areas
- An additional fifteen districts were found to have an over-representation of black students in three of the five areas
- An additional 26 districts were found to have an over-representation of black students in two of the five areas
- An additional 19 districts were found to have an over-representation of black students in one of the five areas

Monitoring Data:

Child Find 1 -- The responsible public agency conducts public awareness activities as required.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	14	3	2	2		14.7%
2002-2003	95	15	14	1	1		15.8%

Child Find 2 -- Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.
Indicator Perf 200100 -- Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	94	47					50.0%

Indicator Perf 200110 -- Eligibility determinations result in the percentage of ECSE students with disabilities being comparable to the expected incidence rate of 5% for the district.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	91	24					26.4%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

The monitoring process does not look at data on eligibility by racial/ethnic groups, however, the percentages for both eligibility determination indicators (Child Find 2) in conjunction with Attachment 2, suggest additional work is needed to facilitate improvements in eligibility determinations that are also inclusive of considerations relative to disproportionality.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- Update the racial disproportionality analysis
- Develop and implement a work scope for addressing racial disproportionality at the district level.

3. Explanation of Progress or Slippage for reporting period July 1, 2002 through June 30, 2003):

During the 2002-2003 school year, an identical analysis based on 2001-2002 data indicated that twenty-nine districts had over-representation of black students in three of the five areas. Data analysis and survey packets were sent to the twenty-nine districts. The packet was designed to assist districts in self-evaluation in terms of identification and/or placement of students of various races/ethnicities. Each superintendent received a *Data Analysis Sheet* containing their district's December 1, 2001, child count information disaggregated by race/ethnicity indicating disability and placement categories with possible over and/or under-representation. Moreover, each received a *Data Analysis Explanation Sheet* to explain how the data analysis was conducted. The survey questions were to prompt districts to evaluate actions and processes related to general education interventions, special education referrals and evaluations. Of those 29 districts, fourteen had reduced the number of disproportionate areas by the December 1, 2002 child count.

During the spring of 2003, the Division conducted workshops for school districts that presented information on the use of data and compliance information in the management of the special education process in order to impact outcomes for students with disabilities. The sessions covered the use and analysis of data and compliance requirements in district self-assessments, administrative program evaluations, instructional planning and Comprehensive School Improvement Plans. An analysis of disproportionality data was one of the topics. Racial disproportionality issues are imbedded into other trainings as well.

4. Projected Targets:

Provide technical assistance to districts in analyzing data and, if needed, in changing districts' policy, procedures and practices.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under BF.IV and BF.V

BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

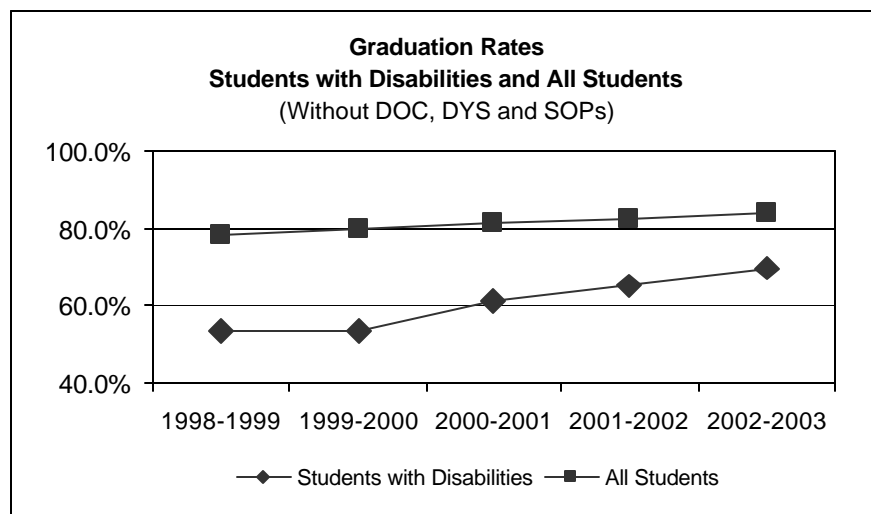
Graduation Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate	
1998-1999	3,966	7,470	53.1%	52,466	78.3%	25.2%
1999-2000	4,451	8,331	53.4%	52,779	80.1%	26.7%
2000-2001	4,880	8,021	60.8%	54,111	81.4%	20.6%
2001-2002	5,285	8,125	65.0%	54,510	82.4%	17.4%
2002-2003	5,636	8,076	69.8%	56,477	84.0%	14.2%

Sources: Students with Disabilities data from Screen 12 of Core Data as of 02/26/04, All Students data from <http://dese.mo.gov/schooldata/four/000000/gradnone.html>) as of 01/29/04.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

Formulas (see below for description of differences in calculations):

- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100



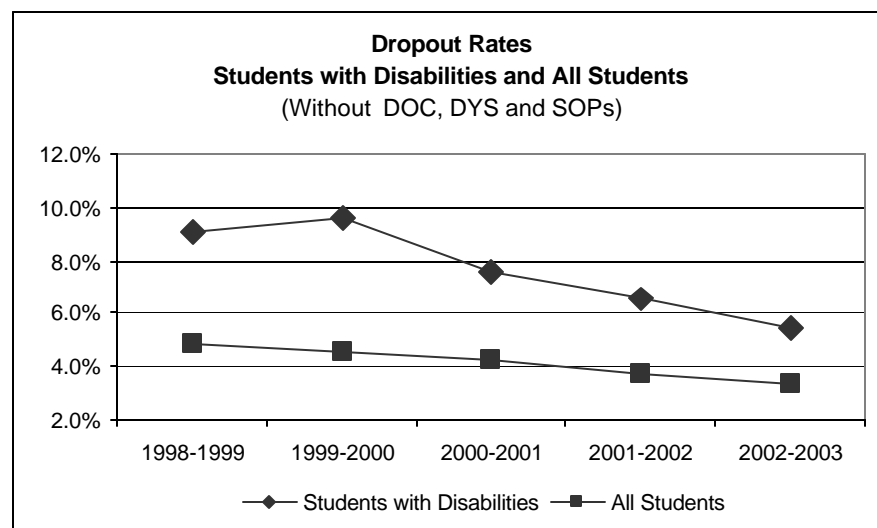
Dropout Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Dropouts	Child Count Age 14-22	Dropout Rate	Number of Dropouts	Drop Out Rate	
1998-1999	3,504	38,448	9.1%	12,323	4.8%	4.3%
1999-2000	3,880	40,354	9.6%	11,714	4.5%	5.1%
2000-2001	3,141	41,542	7.6%	11,080	4.2%	3.3%
2001-2002	2,840	43,332	6.6%	9,621	3.7%	2.9%
2002-2003	2,440	44,870	5.4%	9,056	3.4%	2.1%

Sources: Students with Disabilities Data from Screen 12 of Core Data as of 02/26/04. All Students Data from <http://dese.mo.gov/schooldata/four/000000/gradnone.html> as of 01/29/04

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

Formulas (see below for explanation of differences in calculations):

- Students with Disabilities Dropout Rate: Number of dropouts / Total child count ages 14-22
- All Students Dropout Rate: Number of dropouts divided by average enrollment (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by 2).
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Know to be Continuing and Dropped Out



Calculations differ for students with disabilities and all students due to the following:

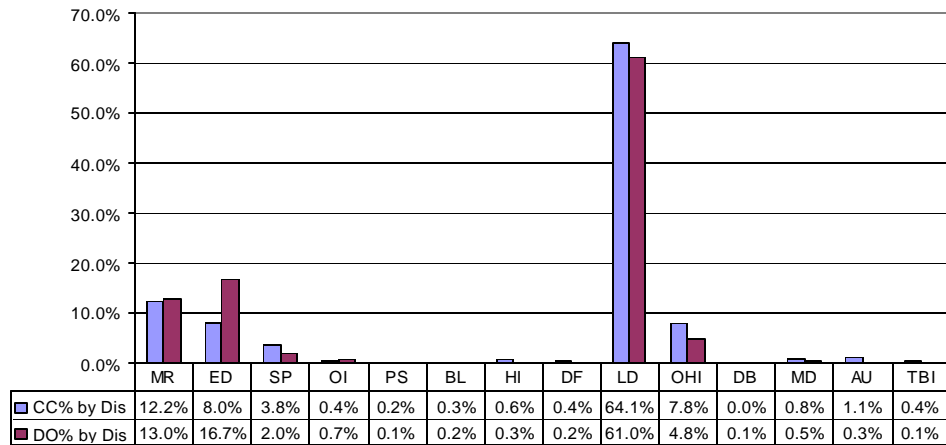
Difference in Calculations/Reporting	Students with Disabilities	All Students
Collection method	Screen 12 of Core Data by district and age	Screen 13 of Core Data by building and grade level
Exiters Reported by	District paying tuition, generally	District/Building of attendance, generally
Graduation rate calculations	Cohort dropouts not available due to collection by age, uses total number of dropouts that school year instead	Cohort dropouts available due to collection by grade level
Dropout rate calculations	Average enrollment not collected for students with disabilities, uses 14-21 child count instead	Average enrollment is collected for all students
State Operated Programs	Data excluded when comparing rates for students with disabilities to rates for all students because prior to 2003-04, State Operated Programs did not report data on Screen 13 which is where data for all students is reported.	Prior to 2003-04, State Operated Programs did not report on Screen 13, so were not included in the total for all students

Students with Disabilities*						
Counts of Exiters by Exit Category						
Exit Category	2000-2001		2001-2002		2002-2003	
	#	%	#	%	#	%
Graduated	4,880	60.8%	5,285	65.0%	5,636	69.8%
Received Certificate	200	2.5%	119	1.5%	69	0.9%
Reached Maximum Age	20	0.2%	11	0.1%	18	0.2%
Moved, Not Known to be Continuing	869	10.8%	687	8.5%	387	4.8%
Dropped Out	2,052	25.6%	2,023	24.9%	1,966	24.3%
Total Dropouts	3,141	39.2%	2,840	35.0%	2,440	30.2%
Total Graduates and Dropouts	8,021	100.0%	8,125	100.0%	8,076	100.0%

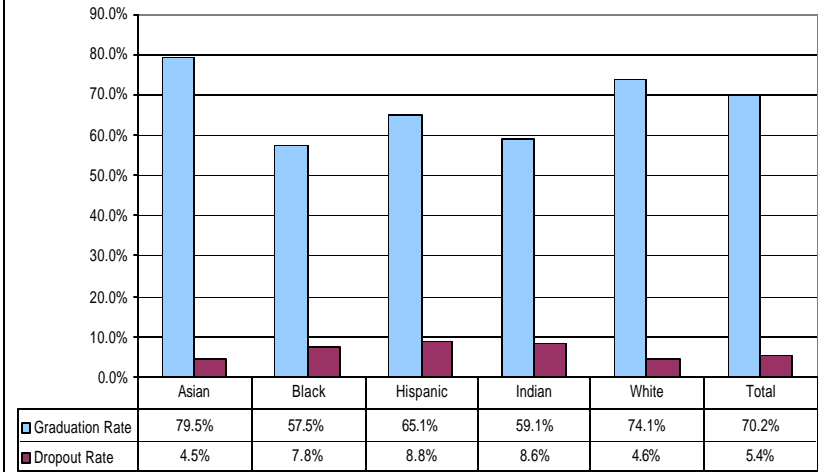
Source: Screen 12 of Core Data Collection System as of 02/26/04

* Without SOPs, DOC and DYS

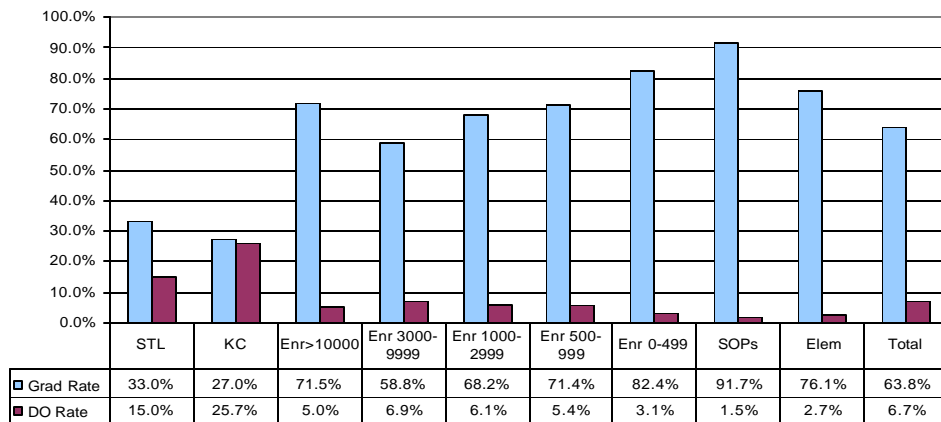
Child Count and Dropout Percents
2003 IEP Students by Disability Category
(excludes DOC and DYS)



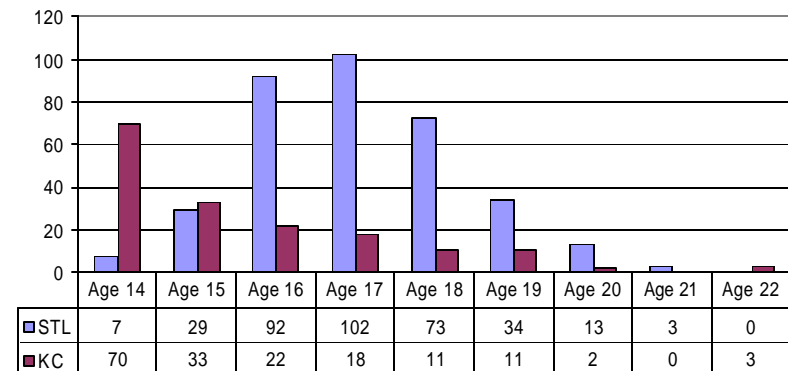
Graduation and Dropout Rates
2003 IEP Students by Race
(excludes DOC and DYS)



Graduation and Dropout Rates
2003 IEP Students by District Groupings



St. Louis City and Kansas City
2003 IEP Dropout Counts by Age



Monitoring Data:**Secondary Transition 3** -- The percentage of students with disabilities graduating with a regular diploma will increase.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	19					21.3%
2002-2003	80	19					23.9%

Dropouts 1 -- Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	33					37.1%
2002-2003	80	37					46.2%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Graduation rates have been increasing for both students with disabilities and all students over the past five years, and the rate for students with disabilities has been increasing at a rate that is narrowing the gap between them and all students. Similar trends are seen for dropout rates where rates are decreasing and the gap is narrowing. Looking across all special education graduates and dropouts, an encouraging trend shows the percent graduating is increasing and the percent dropping out is decreasing.

Further analysis of dropout data show that the highest percent of dropouts are students with specific learning disabilities (LD), however the LD percent of dropouts is actually less than the LD percent of special education child count. Another interesting finding is that Emotional Disturbance (ED) percent of dropouts is more than twice the ED percent of child count. This suggests that LD and ED dropouts should be focus areas for the state due to the large number of LD dropouts and the high propensity for ED students to drop out. Data also show that dropout and graduation rates differ between racial/ethnic groups, with the Black population having the lowest graduation rate and among the highest dropout rates.

Interesting differences are seen when districts are grouped by size of enrollment, but the areas of greatest concern appear to be the two large urban school districts in the state, Kansas City and St. Louis City. When dropout data is further disaggregated for Kansas City and St. Louis City, it is apparent that the two urban areas have very different issues. Kansas City is losing students at younger ages, primarily ages 14 and 15, while St. Louis City is losing students at older ages, primarily ages 16 and 17.

Monitoring data show that many districts are not meeting the performance standards for increasing graduation rates and decreasing dropout rates. Districts are required to submit assurance statements regarding implementation of a plan designed to address the low performance.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

State performance targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the improvement plan which was submitted in July 2003.

In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increasing trend with a minimum of 65% graduation rate
- Decreasing trend with a maximum of 9.7% dropout rate

These conditions were not considered to be targets; rather they were minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Clear progress is being made in increasing graduation rates and decreasing dropout rates for students with disabilities. The improvements are most likely due to a combination of many activities which include:

- Training and technical assistance to districts. Virtually all trainings conducted by Division of Special Education staff touch on transition training, either from an effective practice, compliance or data analysis/reporting standpoint. Additional trainings can be found in the table below.
- Use of exit data for monitoring. Holding districts accountable for students with disabilities has increased awareness of the need for good transition planning.
- More accurate reporting of data. Each year, districts are provided with a five-year data summary which includes graduation and dropout data. Seeing trends and knowing that the data is used for monitoring has encouraged more accurate reporting.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Secondary Transition Symposium	1 (two day training)	157	394	Participants in addition to LEAs included Vocational Rehabilitation, Community Rehabilitation Program (CRP)/Supported Employment Service Provider (SESP), Centers for Independent Living and Vocational-Technical programs.

Special Education Consultants at the Regional Professional Development Centers (RPDCs) will be working with districts to drill down and analyze data in order to determine root causes of low performance in secondary transition. Based on the data and system analysis, professional development plans will be developed specific to the needs of each district.

4. Projected Targets:

Benchmarks and targets were established during Missouri's improvement planning process. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

Missouri Improvement Plan			
Year	Statewide Progress	Graduation Rate	Dropout Rate
2004-05	Benchmark	71.0%	5.3%
2007-08	Target	80.0%	3.8%

Source: Missouri Special Education Improvement Plan, July 2003

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under Cluster Area V: Secondary Transition (BT)

BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

During the 2000-2001 school year, DESE developed a web application that is used for reporting disciplinary actions for all students. Disciplinary actions are reported on an incident level for any incident resulting in ten or more days of suspension or expulsion. From this incident-level report, the Division of Special Education reports to OSEP the number of children with disabilities who received disciplinary action. Data for both the number of incidents and the number of children subject to disciplinary action are provided below. Comparisons between the data reported in the OSEP tables and the incident-level data show very little difference in proportions by disability category or race, therefore, the following data analysis was conducted primarily on the reported incident-level data rather than the derived student-level data.

OSEP Table 5, Section A Report of Children with Disabilities Suspended or Expelled for More Than 10 Days School Year 2002-2003							
	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days		Percent of All Incidents for Students with Disabilities
	#	%	#	%	#	%	
1. Mental Retardation	79	5.2%	39	4.0%	61	5.6%	4.9%
2. Hearing Impairments	8	0.5%	11	1.1%	4	0.4%	0.7%
3. Speech/Language Impairments	69	4.6%	40	4.1%	42	3.8%	4.0%
4. Visual Impairments	8	0.5%	4	0.4%	5	0.5%	0.4%
5. Emotional Disturbance	330	21.8%	174	17.9%	307	28.0%	23.3%
6. Orthopedic Impairments	18	1.2%	10	1.0%	11	1.0%	1.0%
7. Other Health Impairments	111	7.3%	68	7.0%	93	8.5%	7.8%
8. Specific Learning Disabilities	881	58.1%	621	64.0%	564	51.4%	57.2%
9. Deaf-Blindness	-	0.0%	-	0.0%	-	0.0%	0.0%
10. Multiple Disabilities	2	0.1%	-	0.0%	2	0.2%	0.1%
11. Autism	6	0.4%	1	0.1%	6	0.5%	0.3%
12. Traumatic Brain Injury	3	0.2%	1	0.1%	2	0.2%	0.1%
13. Developmental Delay	1	0.1%	1	0.1%	-	0.0%	0.0%
14. Total	1,516	100.0%	970	100.0%	1,097	100.0%	100.0%

Discipline Incidents by Disability Category

Disability Type	Number of Discipline Incidents			Percent of Incidents for all Students			Percent of Incidents for Students with Disabilities Only			Enrollment & Special Ed Child Count	Percent of Child Count	Average Incidents per 100 Students
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2003	2003	2003
NONDISABLED	2,994	4,193	4,831	67.5%	69.8%	70.0%				751,533		0.64
Mental Retardation	58	124	101	1.3%	2.1%	1.5%	4.0%	6.8%	4.9%	12,354	8.6%	0.82
Emotional Disturbance	368	412	482	8.3%	6.9%	7.0%	25.5%	22.7%	23.3%	8,765	6.1%	5.50
Speech/Language Impairment	36	44	82	0.8%	0.7%	1.2%	2.5%	2.4%	4.0%	33,174	23.0%	0.25
Orthopedic Impairment		28	21	0.0%	0.5%	0.3%	0.0%	1.5%	1.0%	670	0.5%	3.13
Partial Sight			5	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	227	0.2%	2.20
Blindness	2	1	4	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	276	0.2%	1.45
Hard of Hearing	3	3	10	0.1%	0.0%	0.1%	0.2%	0.2%	0.5%	862	0.6%	1.16
Deafness			5	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	444	0.3%	1.13
Learning Disabled	819	1,055	1,182	18.5%	17.6%	17.1%	56.8%	58.1%	57.2%	63,904	44.3%	1.85
Other Health Impairment	131	131	161	3.0%	2.2%	2.3%	9.1%	7.2%	7.8%	10,376	7.2%	1.55
Deaf/Blindness		1	1	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	26	0.0%	3.85
Multidisabled	13	8	2	0.3%	0.1%	0.0%	0.9%	0.4%	0.1%	1,014	0.7%	0.20
Autism	9	10	7	0.2%	0.2%	0.1%	0.6%	0.6%	0.3%	2,392	1.7%	0.29
Traumatic Brain Injury	1		3	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	367	0.3%	0.82
Young Child with Dev. Delay	1		1	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	9,343	6.5%	0.01
Total for Students with Disabilities	1,441	1,817	2,067	32.5%	30.2%	30.0%	100.0%	100.0%	100.0%	144,194	100.0%	1.43
Total for All Students	4,435	6,010	6,898	100.0%	100.0%	100.0%				895,727		0.77

Source: Screen 9 of Core Data Collection System as of 02/19/04

Note: Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

OSEP Table 5, Section B Report of Children with Disabilities Suspended or Expelled for More Than 10 Days School Year 2002-2003						
	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days	
	#	%	#	%	#	%
1. White, non-Hispanic	868	57.3%	524	54.0%	674	61.4%
2. Black, non-Hispanic	619	40.8%	434	44.7%	400	36.5%
3. Hispanic	19	1.3%	8	0.8%	13	1.2%
4. Asian/Pacific Islander	2	0.1%	1	0.1%	2	0.2%
5. Native American	8	0.5%	3	0.3%	8	0.7%
6. Total	1,516	100.0%	970	100.0%	1,097	100.0%

Number of Discipline Incidents Reported by Race, 2002-2003 School Year							
	All		Nondisabled		Disabled		Enrollment
	#	%	#	%	#	%	%
1. White, non-Hispanic	3,991	57.9%	2,791	57.8%	1,200	58.1%	78.4%
2. Black, non-Hispanic	2,705	39.2%	1,873	38.8%	832	40.3%	17.7%
3. Hispanic	123	1.8%	102	2.1%	21	1.0%	2.3%
4. Asian/Pacific Islander	45	0.7%	42	0.9%	3	0.1%	1.3%
5. Native American	34	0.5%	23	0.5%	11	0.5%	0.3%
6. Total	6,898	100.0%	4,831	100.0%	2,067	100.0%	100.0%

Source: Screen 9 of Core Data Collection System as of 02/19/04

Note: Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

While the statewide incidence rate for Special Education was 14.96%, 30.0% of all disciplinary incidents reported were for students with disabilities. This would suggest that a disproportionate number of acts resulting in disciplinary action are committed by students with disabilities. Data suggest that a disproportionate number of incidents that result in disciplinary action are committed by students with emotional disturbances and specific learning disabilities. Data were also disaggregated by racial/ethnicity categories. It appears that Black students are committing a disproportionate share of the discipline incidents for both students with disabilities and all students. Virtually no differences were seen in the breakdown of incidents by race/ethnicity when comparing incidents for all students and incidents for students with disabilities. Differences are seen in the types of removals. White students are more likely to receive multiple short-term suspensions while black students are more likely to receive longer suspensions.

Comparison among local educational agencies in Missouri:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (83 districts)
- An average number of incidents per 100 students with disabilities was calculated for each district (number of incidents / child count * 100)
- A mean and standard deviation were determined
- Fifteen districts had an average number of discipline incidents that was more than one standard deviation above the mean

Comparison of rates for disabled students and all students within districts:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (83 districts)
- A ratio of the special education percent of discipline incidents to the special education percent of enrollment was calculated for each district (ratio = special education incidents / all incidents : special education child count / enrollment)
- A mean and standard deviation were determined
- Fifteen districts had a ratio that was more than one standard deviation above the mean. Four of these districts were also among the fifteen districts noted above. Three of the fifteen districts didn't report any incidents for non-disabled students, suggesting that the districts did not understand that discipline incidents were to be reported for all students, not just students with disabilities.

Monitoring Data:

Suspension/Expulsion 1 -- Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	4					4.1%
2002-2003	85	30					35.3%

Suspension/Expulsion 2 -- Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	67	13	5	1	1		19.4%
2002-2003	45	18	10	8	8		40.0%

Suspension/Expulsion 3 -- Children with disabilities who are suspended or expelled receive services that address their identified needs.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	24	6	2	1	1		25.0%
2002-2003	57	4	4				7.0%

Suspension/Expulsion 4 -- Children with disabilities with identified behavioral needs receive positive behavioral supports consistent with an IEP.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	21	5	0	2	2		23.8%
2002-2003	57	8	4	4	4		14.0%

Suspension/Expulsion 5 -- Children with disabilities receive appropriate functional behavioral assessments and behavior plans, as appropriate.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	40	10	0	4	4		25.0%
2002-2003	39	10	8	2	2		25.6%

Monitoring data are relatively consistent with the discipline incident data findings. Data suggest the percent of districts out of compliance at initial review with regard to expulsion and suspension rates being no higher than children without disabilities increased by 31.2%. Other data suggest an increase in non-compliance for children with disabilities receiving FAPE during suspensions of 11 Days or more, etc (i.e. an increase by 20.6%). However, services to support or address behavioral needs prior to suspensions/expulsions improved as indicated by decreases of 9.8-18.0% in the percent of districts out of compliance at initial review.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. In order to merit a “Met” call on district performance standards for 2002-2003, the following conditions needed to be met:

- Average number of incidents per child decreased and the averages for all students and for students with disabilities are comparable

These conditions are not considered targets; rather they are minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Given the variability in this data collection, it is very difficult to determine or explain progress and/or slippage. Training and usage of Positive Behavior Supports is becoming more widespread.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Positive Behavior Support – Module 1	5	21	112	Majority of participants were general education teachers and principals or assistant principals
Positive Behavior Support – Module 2	5	20	137	Continuation of PBS series
Positive Behavior Support – Module 3	5	19	133	Continuation of PBS series
Positive Behavior Support – Module 1 (In-district)	6	6	89	
Problem Solving Skills in Working with Challenging Behavior	2	13	30	Participants had a wide variety of roles

Recently developed activities to support the Positive Behavior Support (PBS) Initiative in the state of Missouri will include the establishment of PBS Coaches. The purpose of PBS coaches is to increase capacity for in-district technical support for school wide PBS and PBS team problem-solving, utilize the science of behavioral analysis and functional behavior assessment, and facilitate the use of function based support for students with challenging behavior in order to sustain the district's PBS Initiative beyond the State Improvement Grant funding period. In order to fulfill these purposes, PBS coaches will serve the following roles:

- Build the capacity of the PBS team and building staff
- Develop competency and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular basis (monthly/quarterly)
- Review progress
- Support district level action plan implementation efforts

4. Projected Targets:

- Assist districts with analyzing data in a root-cause analysis.
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Special Education Consultants will provide assistance to districts as needed for identification, development, and implementation of strategies for intervention of behavioral/disciplinary issues through the utilization of root-cause analysis and professional development planning.

BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Missouri Assessment Program (MAP) Performance:

The Missouri Assessment Program currently consists of four content area exams administered at three grade levels each. Content areas are Communication Arts, Mathematics, Science and Social Studies. Achievement levels include Advanced, Proficient, Nearing Proficient, Progressing and Step 1. Communication Arts and Mathematics data are used for NCLB reporting, with the proficiency percent being the Advanced and Proficient categories combined. A subset of items from the Communication Arts exam is used to derive a Reading score. Reading achievement levels include Proficient, Satisfactory and Unsatisfactory.

With respect to the following data, the indices are weighted averages of student performance across the performance levels of the Missouri Assessment Program (MAP). Each Index ranges from 100, signifying that all students are in the lowest performance level, to 300, signifying that all students are in the highest performance level.

Missouri Assessment Program (MAP) Performance Results - Communication Arts					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
3	1999	162.5	194.2	31.7	-
	2000	167.0	197.2	30.2	▼
	2001	173.8	198.2	24.4	▼
	2002	178.4	202.3	23.9	▼
	2003	180.6	201.0	20.4	▼
7	1999	135.3	188.5	53.2	-
	2000	141.5	190.8	49.3	▼
	2001	147.0	194.0	47.0	▼
	2002	148.0	192.6	44.6	▼
	2003	146.8	191.8	45.0	▲
11	1999	123.2	182.9	59.7	-
	2000	124.8	182.9	58.1	▼
	2001	133.5	187.0	53.5	▼
	2002	131.4	186.4	55.0	▲
	2003	129.5	184.8	55.3	▲

Missouri Assessment Program (MAP) Performance Results - Mathematics					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
4	1999	175.3	208.2	32.9	-
	2000	179.9	209.7	29.8	▼
	2001	183.5	211.4	27.9	▼
	2002	183.1	210.7	27.6	▼
	2003	186.6	210.5	23.9	▼
8	1999	122.6	164.0	41.4	-
	2000	124.9	167.6	42.7	▲
	2001	130.1	170.4	40.3	▼
	2002	129.4	170.0	40.6	▲
	2003	133.4	173.1	39.7	▼
10	1999	116.4	160.5	44.1	-
	2000	118.0	162.2	44.2	▲
	2001	125.2	167.0	41.8	▼
	2002	122.2	163.8	41.6	▼
	2003	125.1	167.5	42.4	▲

Missouri Assessment Program (MAP) Performance Results - Reading					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
3	1999	157.0	196.1	39.1	-
	2000	160.8	201.0	40.2	▲
	2001	171.8	200.3	28.5	▼
	2002	189.8	216.0	26.2	▼
	2003	184.3	207.8	23.5	▼
7	1999	121.5	187.0	65.5	-
	2000	131.4	192.9	61.5	▼
	2001	136.1	197.1	61.0	▼
	2002	140.2	200.3	60.1	▼
	2003	137.3	196.3	59.0	▼

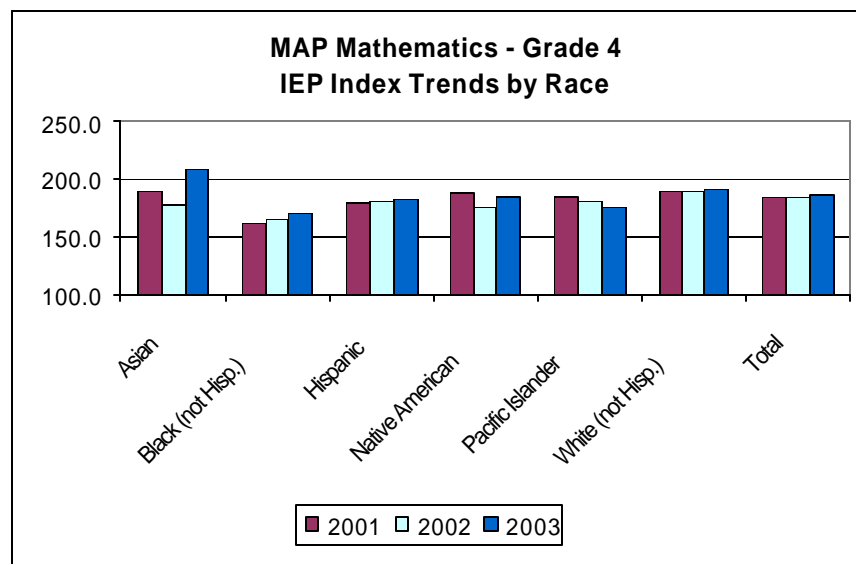
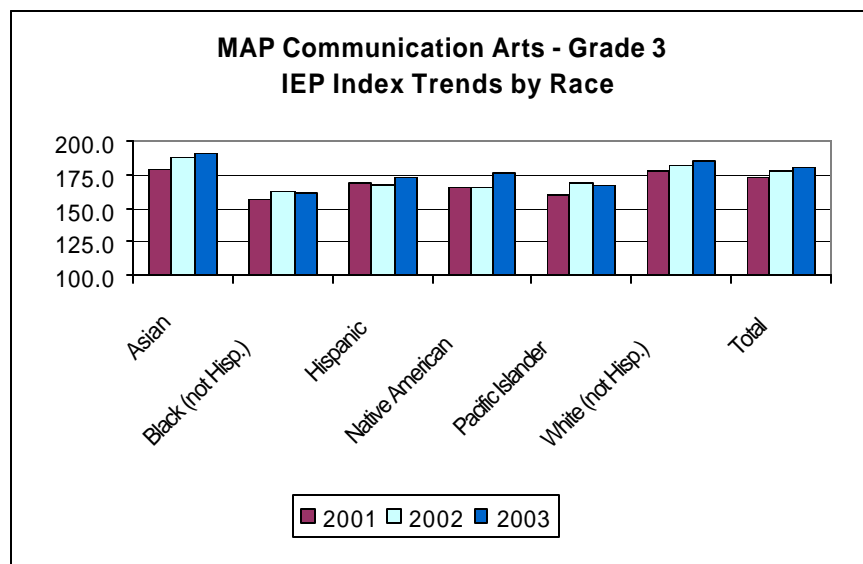
Missouri Assessment Program (MAP) Performance Results - Social Studies					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
4	2000	170.5	205.2	34.7	-
	2001	184.9	211.4	26.5	▼
	2002	180.2	208.5	28.3	▲
	2003	179.6	211.4	31.8	▲
8	2000	145.4	203.6	58.2	-
	2001	152.0	204.2	52.2	▼
	2002	152.7	203.7	51.0	▼
	2003	151.1	201.7	50.6	▼
11	2000	125.6	176.8	51.2	-
	2001	137.6	183.7	46.1	▼
	2002	130.1	177.5	47.4	▲
	2003	127.0	176.3	49.3	▲

Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 02/03/04

Missouri Assessment Program (MAP) Performance Results - Science					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
3	1999	182.6	205.7	23.1	-
	2000	190.5	215.5	25.0	▲
	2001	195.6	216.8	21.2	▼
	2002	201.3	218.7	17.4	▼
	2003	202.4	220.0	17.6	▲
7	1999	128.9	167.8	38.9	-
	2000	132.8	169.3	36.5	▼
	2001	137.0	167.8	30.8	▼
	2002	137.4	169.6	32.2	▲
	2003	135.0	168.4	33.4	▲
10	1999	129.6	168.2	38.6	-
	2000	128.3	166.2	37.9	▼
	2001	136.3	172.4	36.1	▼
	2002	128.8	165.4	36.6	▲
	2003	129.2	166.9	37.7	▲

Data show the gap in performance between students with disabilities and their non-disabled peers has improved at the elementary level. All content areas tested in Grades 3 and 4 exhibit downtrends in the indices gaps from year to year. Data also show some improvement at the middle school level. All content areas tested in grades 7 and 8 exhibit downtrends in the indices gaps with the exception of science which increased the last two years. At the high school level, data show the indices gap for all content areas tested in grades 10 and 11 decreased the first to last year but increased in all content areas tested the last year or two.

MAP Performance – Comparisons by Race/Ethnicity:

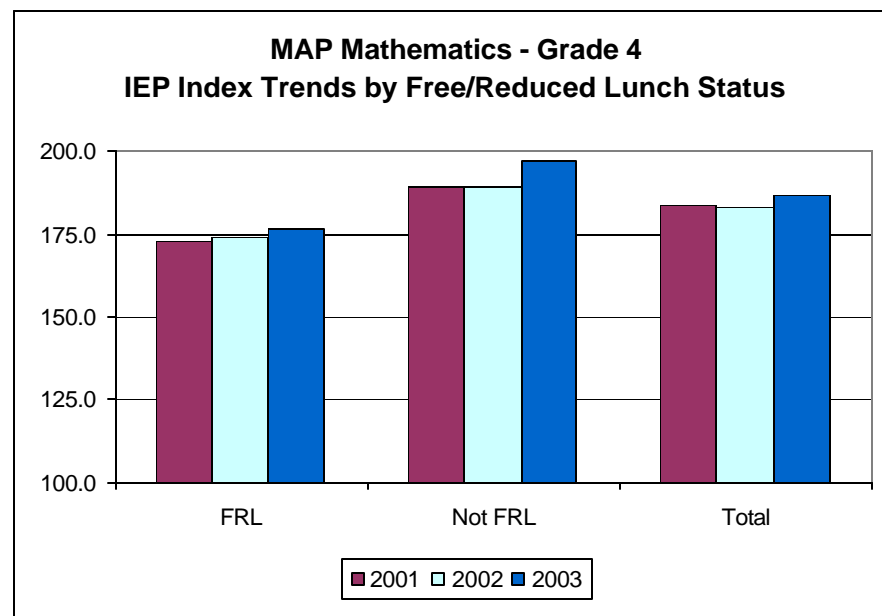
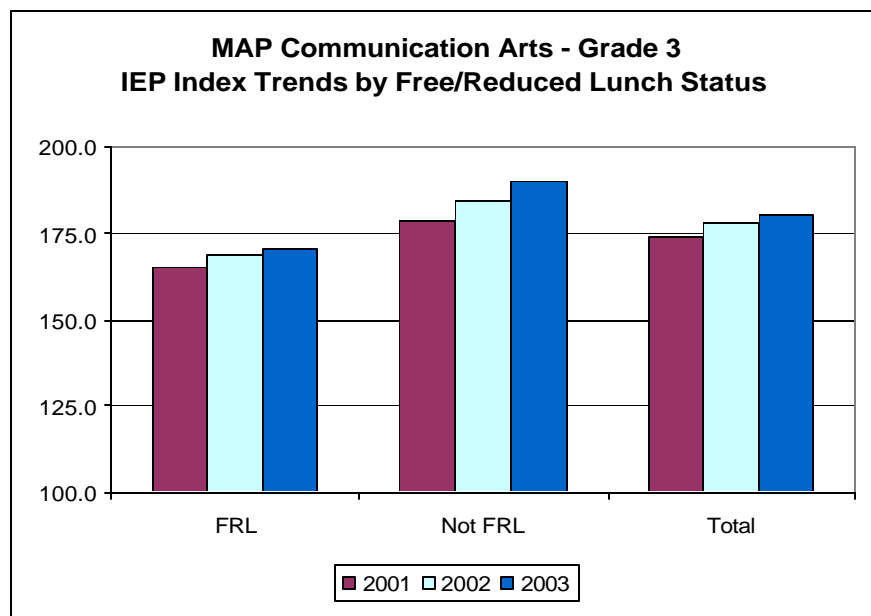


Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04

Data suggest some improvement overall in performance for most racial/ethnicity categories in communication arts and mathematics as indicated by increasing indices. This is especially notable for Asian students in both content areas and white students in communication arts. Though overall declines in mathematics indices were exhibited for Native American and Pacific Islander, both are low incidence racial/ethnic categories. Notably, the indices for Black students continue to be lower than all other racial/ethnicity categories. For Black students, improvement is evident in the area of mathematics as indices increased and the gap between Black and Total decreased annually; however, improvements in communication arts were inconsistent as the index decreased from 2002 to 2003 and the gap between Black and Total increased in 2003.

MAP Performance – Comparison by Free/Reduced Lunch Status:

As part of MAP administration along with other demographic data, student information regarding free/reduced lunch status is collected. Since eligibility for free/reduced lunch is based on parent/guardian income level, this information serves as a poverty indicator. Note that prior to the 2003 testing, reporting of free/reduced lunch status was not a required data element; therefore 2001 and 2002 data may not include all appropriate data.



Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04

Data suggest some improvement in performance by Free/Reduced Lunch Status (FRL) in communication arts and mathematics. However, the gap in indices between FRL and non-FRL increased all three years in both content areas.

MAP Performance - Adequate Yearly Progress (AYP)**Proficient for AYP***

Year	Grades 3, 7 and 11 Communication Arts				Grades 4, 8 and 10 Mathematics			
	IEP Students	All Students	Gap	State Proficiency Goals	IEP Students	All Students	Gap	State Proficiency Goals
2002	8.5%	30.7%	22.2%	18.4%	7.3%	21.1%	13.8%	8.3%
2003	9.1%	29.8%	20.7%	19.4%	8.3%	21.3%	13.0%	9.3%

* Proficient includes the achievement levels Proficient and Advanced.

Source: Missouri Division of School Improvement, Student Assessment at http://dese.mo.gov/divimprove/assess/MAP_Press_Release_2003_AYP_Grid.pdf

The performance of students with disabilities increased minimally in communication arts and mathematics. Concurrently, some improvement occurred in the gap between IEP and All students as indicated by decreases in both areas as well. IEP students are performing below State Proficiency Goals, but most concernedly in the area of communication arts, i.e. 10.3% below as compared to 1.0% below in Mathematics.

Monitoring Data – MAP Performance:

Note: Performance standards require an assurance statement from districts and are not included in follow-up reviews except by desk audit of data.

State and District-wide Assessment 1a -- Percent of children with disabilities in grades 3 and 7 who are proficient readers increases**Indicator Perf 200400 -- Percent of children with disabilities in grade 3 who are proficient readers increases**

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	99	59					59.6%
2002-2003	92	31					33.7%

Indicator Perf 200500 -- Percent of children with disabilities in grade 7 who are proficient readers increases

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	100	66					66.0%
2002-2003	92	63					68.5%

State and District-wide Assessment 3c – Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases
 Indicator Perf 200800 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Communication Arts - Grade 3

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	57					59.4%
2002-2003	91	58					63.7%

Indicator Perf 200805 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Communication Arts - Grade 7

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	72					73.5%
2002-2003	90	46					51.1%

Indicator Perf 200810 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Communication Arts - Grade 11

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	87	78					89.7%
2002-2003	79	62					78.5%

Indicator Perf 200815 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Science - Grade 3

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	49					50.5%
2002-2003	91	32					35.2%

State and District-wide Assessment 3c (continued from previous page)

Indicator Perf 200820 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Science - Grade 7

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	74					75.5%
2002-2003	92	53					57.6%

Indicator Perf 200825 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Science - Grade 10

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	77					86.5%
2002-2003	79	61					77.2%

Indicator Perf 200830 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Math - Grade 4

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	99	43					43.4%
2002-2003	92	30					32.6%

Indicator Perf 200835 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Math - Grade 8

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	79					81.4%
2002-2003	92	64					69.6%

State and District-wide Assessment 3c (continued from previous page)

Indicator Perf 200840 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Math - Grade 10

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	88	74					84.1%
2002-2003	76	61					80.3%

Indicator Perf 200845 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Social Studies - Grade 4

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	38					40.9%
2002-2003	89	32					36.0%

Indicator Perf 200850 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Social Studies - Grade 8

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	46					47.9%
2002-2003	91	40					44.0%

Indicator Perf 200855 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Social Studies - Grade 11

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	76	56					73.7%
2002-2003	76	59					77.6%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Substantial numbers of districts are not meeting the performance criteria for these monitoring calls; however, data suggest some improvement from 2002 to 2003. All indicators exhibited decreases in the percent of districts out of compliance at initial review with the exception of the percent of children with disabilities in grade 7 who are proficient readers and grade 11 Social Studies.

MAP - Oral Accommodations:

Percent of Students with Disabilities with Oral Reading Accommodations on MAP Communication Arts Exam			
	2001	2002	2003
3rd Grade	53.7%	56.0%	50.2%
7th Grade	62.2%	62.9%	60.8%

Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04.

Monitoring Data - Oral Accommodations:

State and District-wide Assessment 2b -- Percent of children with disabilities in grades 3 and 7 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases

Indicator Perf 200600 -- Percentage of children with disabilities in grade 3 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	51					53.1%
2002-2003	89	64					71.9%

Indicator Perf 200700 -- Percentage of children with disabilities in grade 7 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	67					69.1%
2002-2003	91	58					63.7%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Previous data suggested high usage of oral accommodations on the MAP Communications Arts exam as indicated by annual increases and the total percent of usage. Data in 2002-2003 indicate a desired change in this trend as the use of Oral Accommodations on the communication arts decreased for both grades 3 and 7. Conversely, monitoring data show that a large number of districts were increasing the use of oral accommodations.

MAP Participation - Missouri Assessment Program-Alternate (MAP-A):

- The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not currently be disaggregated by grade or subject area.
- The number of portfolios submitted is a subset of the number of eligible students. The number of eligible students is submitted in conjunction with the regular MAP assessment and includes any student determined eligible for the MAP-A regardless of whether a portfolio will be submitted that year.
- For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those students who were determined to be eligible for the MAP-A, whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13, and 17 in the 2002-2003 school year. This procedure was applicable for the two previous school years as well.

The number of MAP-A eligible students and the subset of those who submitted portfolios were as follows:

Missouri Assessment Program-Alternate (MAP-A)			
	2000-2001	2001-2002	2002-2003
MAP-A Eligible Students Reported	1,538	1,536	1,570
MAP-A Portfolios Submitted	536	813	940

Source: Missouri Division of School Improvement, Student Assessment.

Notes:

- The number of eligible students is reported in conjunction with the regular MAP assessment and includes students in grades 3, 4, 7, 8, 10 and 11 determined eligible for the MAP-A.
- The number of portfolios submitted is a subset of the number of eligible students. Not all eligible students submit a MAP-A portfolio as the alternate assessment is currently required only once at the elementary, middle and high school levels.

MAP Participation - Attachment 3 – Data Analysis:

See Attachment 3 – Report of Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment Baseline/Trend Data

Data from Attachment 3 Participation of Students with Disabilities on State Assessments 2002-2003								
Content Area	Grade Level	Missouri Assessment Program (MAP)						
		Enrollment	Total Number who took Assessment	Number with Valid Scores	Number with Invalid Scores	Percent with Valid Score	Percent with Invalid Scores	Percent of Participation *
Mathematics	4	11,096	10,857	10,758	99	97.0%	0.9%	97.8%
Mathematics	8	10,670	10,314	10,087	227	94.5%	2.1%	96.7%
Mathematics	10	8,578	8,255	7,991	264	93.2%	3.1%	96.2%
Reading	3	9,924	9,692	9,479	213	95.5%	2.1%	97.7%
Reading	7	10,997	10,766	10,309	457	93.7%	4.2%	97.9%
Reading	11	6,910	6,696	6,214	482	89.9%	7.0%	96.9%

* Does not include MAP-Alternate participation since achievement levels are not available by student, content area or grade.

Formulas:

- Percent with Valid Score = Number with Valid Score/Enrollment
- Percent with Invalid Score = Number with Invalid Score/Enrollment
- Percent of Participation = Total Number who took Assessment/Enrollment

Data suggest the percent of students with disabilities participating in the MAP (regular assessment) is relatively consistent across all grade levels, i.e. 96-98%.

Monitoring Data - MAP Participation:

State and District-wide Assessment 5 -- Participation in general state assessments are comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	94	40	40				42.6%

Notes: A district is called out of compliance if the Level not Determined (LND) is greater than 10% in one or more subjects/grade levels.

State and District-wide Assessment 6 -- Percentage participating in alternate assessments at each grade level is no greater than 1-2 percent of the student population at the grade level.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	4	2	0			4.0%
2002-2003	84	0					0.0%

State and District-wide Assessment 9 -- Modifications and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	4	0			15.8%
2002-2003	96	19	19				19.8%

Indicator B 108100 -- A statement defining the child's participation in state assessments of student achievement

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	9	1	0			9.5%
2002-2003	96	9	8	0			9.4%

Indicator B 108120 -- Addresses necessary accommodations/modifications

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	6	0	0			6.4%
2002-2003	92	6	6				6.5%

Indicator B 108200 -- A statement defining the child's participation in agency-wide assessments of student achievement

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	12	4	0			12.8%
2002-2003	95	15	14	0			15.8%

State and District-wide Assessment 9 (continued from previous page)
 Indicator B 108220 -- Addresses necessary accommodations/modifications

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	91	7	2	0			7.7%
2002-2003	95	15	15				15.8%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Overall, participation rates are high and have been improving over the last few years. Monitoring data shows a high percent out of compliance, but a noncompliant call is made if one subject/grade level shows a Level Not Determined percent greater than 10%. Small numbers in many districts often cause nonparticipation rates to look artificially high.

Summative Analysis of Baseline/Trend Data:

Overall, Missouri has shown some improvement in decreasing the performance gap between children with disabilities and their non-disabled peers at the middle school and elementary levels. Furthermore, the adequate yearly progress of students with disabilities in all grades assessed is increasing at a rate that is helping to somewhat decrease the gap with non-disabled peers; however, communication arts is falling short of desired expectations. Also, the gap in performance in communication arts between students with disabilities who are black and all students with disabilities increased in 2003, and likewise for students with disabilities in free/reduced lunch status as compared to non-free/reduced lunch status.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the Improvement Plan which was submitted in July 2003. 2002-2003 Adequate Yearly Progress (AYP) proficiency goals for all students, including students with disabilities, were 19.4% proficient in Communication Arts and 9.3% proficient for Mathematics. For AYP purposes, "proficient" is defined as the Proficient and Advanced achievement levels (top two of five levels).

In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increase in the MAP Index from first to last year of mandatory testing, and
- Minimum Index of 150 in the last year, OR
- Index of at least 225 for all years
- Percentage of students receiving oral accommodations decreased from the first to last year
- Percentage of students in Level Not Determined is 10% or less in every subject area and grade level

These conditions are not considered targets; rather they are minimal acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase elementary achievement for students with disabilities. These activities began during the 2003-2004 school year.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Differentiated Instruction	4	13	102	Majority of participants were general education teachers
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers
Least Restrictive Environment in K-12	9	18	133	Majority of participants were special education teachers
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Positive Behavior Support - Module 1	5	21	112	Majority of participants were General education teachers and principals or assistant principals
Positive Behavior Support - Module 2	5	20	137	Continuation of PBS series
Positive Behavior Support - Module 3	5	19	133	Continuation of PBS series
Positive Behavior Support - Module 1 (In-district)	6	6	89	
Problem Solving Skills in Working with Challenging Behavior	2	13	30	Participants had a wide variety of roles
Traumatic Brain Injury - Module 3 Classroom Accommodations	2	25	78	Majority of participants were special education teachers
Visual Impairment	1	26	43	Majority of participants were special education teachers

4. Projected Targets:

Benchmarks and Targets were established in Missouri's Improvement Plan and coincide with AYP state proficiency goals. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

Advanced and Proficient (IEP)		
Statewide Progress	Grade 3 Communication Arts	Grade 4 Mathematics
2005 Benchmark	38.8%	31.1%
2008 Target	59.2%	54.2%

Source: Missouri Special Education Improvement Plan, July 2003

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.IV, GS.V, BP, BF.V and BF.VI

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.1 BF.IV	A) IEPs teams will utilize the grade level expectations for Reading for students with disabilities in grades K-4.	<p>2.1.1.1 Final versions of grade level expectations to special education directors, parent and special education teachers.</p> <p>2.1.1.2 Training developed on how to incorporate the grade level expectations into IEPs.</p>	<ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations 	<p>Timelines: 2003-2004 Study conducted</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.2 BF.IV	B) Research-based practice information regarding reading instruction for students with disabilities will be implemented at the local level.	<p>2.1.2.1 Research-based models and materials effective for students with disabilities and high poverty identified</p> <p>2.1.2.2 Collaboration with existing Department of Elementary and Secondary Education reading initiatives (Reading First, and MRI Accelerated Schools.)</p> <p>2.1.2.3 District staff trained in models through the RPDCs</p> <p>2.1.2.4 Website/link updated.</p>	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves 	<p>Timelines: 2004-2005 Revision to screen implemented</p> <p>2005-2006 System changes implemented</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.3 BF.IV	C) Technical assistance and training in the use of appropriate accommodations will be developed.	2.1.3.1 Trainers trained 2.1.3.2 Training conducted and technical assistance available	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves 	<p>Timelines: May 2005 Technical assistance and training developed</p> <p>May 2006 Technical assistance and training available</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.5 BF.IV	E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to reading difficulties.	2.1.5.1 Data collected on referral rates 2.1.5.2 Monitoring Standards revised 2.1.5.3 Training conducted on monitoring process and expectations	<ul style="list-style-type: none"> Reduction in referrals Districts comply with Monitoring Standards 	Timelines: 2006-2007 Monitoring Standards implemented Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First <u>Funding Type:</u> SIG Part B SLIVER
2.2.1 BF.IV	A) IEP teams will utilize the grade level expectations for math students with disabilities in grades 1-3.	2.2.1.1 Final versions of grade level expectations to special education directors, parents and special education teachers. 2.2.1.2 Training developed on how to incorporate the grade level expectations into IEPs	<ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations 	Timelines: 2003-2004 Grade level expectations developed 2006-2007 Expectations incorporated into IEPs Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.2 BF.IV	B) Research-based practice information regarding math instruction for students with disabilities will be implemented at the local level.	2.2.2.1 Research-based models effective for students with disabilities and high poverty identified. 2.2.2.2 Collaboration with existing DESE reading initiatives (MMI, NCLB, Accelerated Schools) 2.2.2.3 District staff trained in models through the RPDCs 2.2.2.4 Website/link updated	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves 	Timelines: May 2006 Implementation Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER
2.2.3 BF.IV	C) Technical assistance and training in the use of appropriate accommodations will be developed.	2.2.3.1 Trainers trained 2.2.3.2 Training conducted and technical assistance available	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves 	Timelines: May 2005 Technical assistance and training developed May 2006 Technical assistance and training available Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER

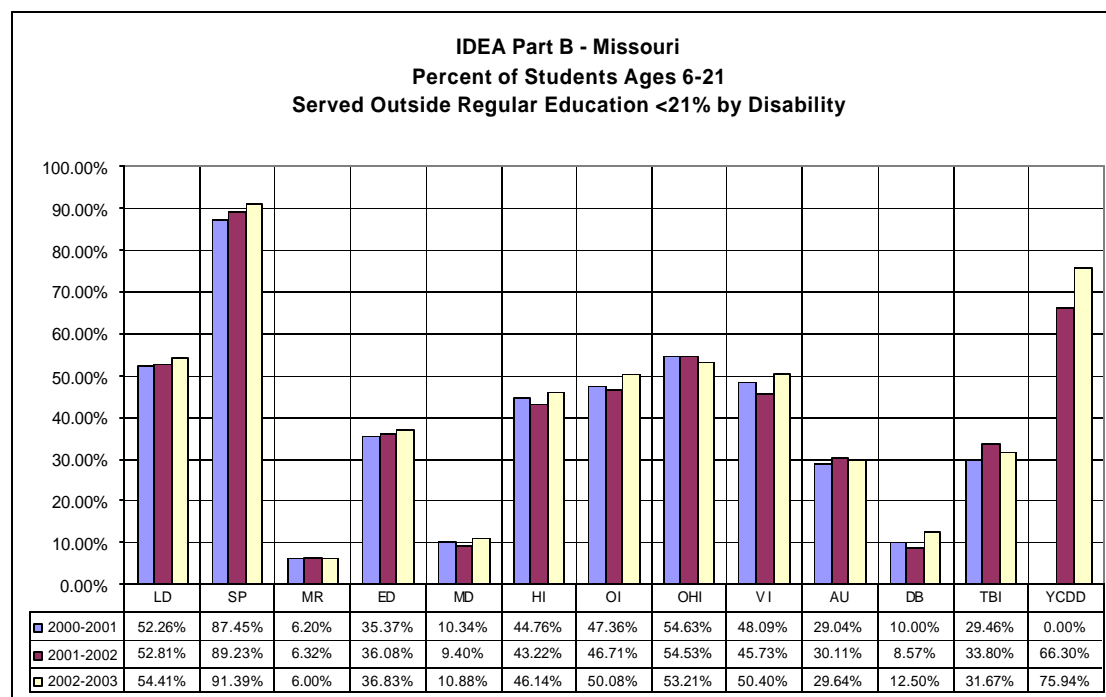
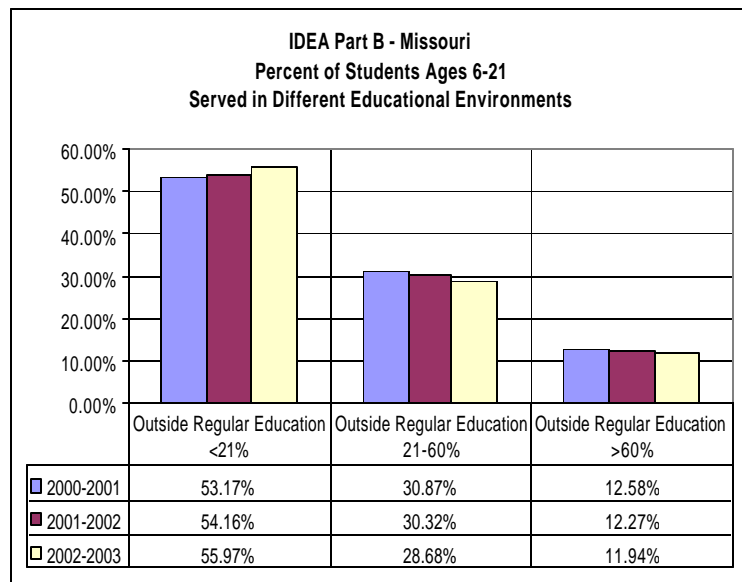
IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.5 BF.IV	E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to math difficulties.	2.2.5.1 Data collected on referral rates 2.2.5.2 Monitoring Standards revised 2.2.5.3 Training is conducted on monitoring process and expectations	<ul style="list-style-type: none"> Reduction in referrals Districts comply with Monitoring Standards 	Timelines: 2006-2007 Monitoring Standards implemented Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER
2.3.3 BF.IV BF.I GS.V	C) Develop and implement training for educators regarding data based decision-making.	2.3.3.1 Collaboration with Department of Elementary and Secondary Education and Teacher and Urban Education for recommendations 2.3.3.2 Teacher and Urban Education plan adopted by the State Board of Education 2.3.3.3 Collaborative activity plan developed 2.3.3.4 Training for Directors of special education and curriculum directors developed and implemented. 2.3.3.5 Training implemented in nine RPDC regions 2.3.3.6 Targeted technical assistance to districts developed based on special education district Profile data. 2.3.3.7 Special education Consultants in RPDCs provided technical assistance regarding professional development needs	<ul style="list-style-type: none"> Activity Plan developed Expanded participation in workshops by curriculum directors 	Timelines: 2003-2004 Plan developed and implemented 2003-2004 Training implemented Resources: <u>Section Responsibility</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.3.4 BF.IV	D) Create from the MAP assessment, a usable system of the data designed to help teachers move students with disabilities to the proficient level	2.3.4.1 Participation in Student Indicators Task Force 2.3.4.2 Crystal Reports selected as new software 2.3.4.3 Students with disabilities reports reviewed 2.3.4.4 Content for District Training developed	<ul style="list-style-type: none"> Districts using Crystal Report Data Data is used in district Special Education Monitoring Self-Assessment (SEMSA) 	Timelines: January 2004 Training on using Crystal Reports September 2004 Crystal reports available April 2005 Crystal reports data integrated in to SEMSA Resources: <u>Section Responsibility</u> Data Coordination Effective Practices Compliance <u>Funding Type:</u> Part B
2.3.6 BF.IV	F) Develop online professional development modules and study group resources for online reference for professional development.	2.3.6.1 Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement 2.3.6.2 Learning community resources determined for parents and teachers 2.3.6.3 Existing modules to put online identified 2.3.6.4 Resources put online for easy access 2.3.6.5 Surveys of desired online professional development resources conducted 2.3.6.6 Data of how these resources are used conducted	<ul style="list-style-type: none"> Districts report increased professional development accessed online Data indicates online resources are being used 	Timelines: 2004-2005 Begin Ongoing Resource s: <u>Section Responsibility</u> Effective Practices <u>Funding Type:</u> Part B

BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):**School Age Data (Students Ages 6-21):

IDEA Part B Percent of Students Ages 6-21 Served in Different Educational Environments by Disability 2002-2003 School Year						
Disability Category	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	54.41%	46.88%	38.08%	38.59%	6.86%	13.49%
Speech/Language Impairment	91.39%	86.96%	6.43%	7.53%	2.04%	4.69%
Mental Retardation	6.00%	10.94%	31.81%	30.52%	48.05%	52.63%
Emotional Disturbance	36.83%	28.76%	27.76%	23.01%	22.09%	30.66%
Multidisabled	10.88%	11.59%	18.38%	17.25%	47.54%	46.86%
Hearing Impairment	46.14%	42.99%	24.48%	19.29%	13.12%	23.65%
Orthopedic Impairment	50.08%	45.75%	25.04%	22.20%	15.79%	27.52%
Other Health Impairment	53.21%	49.54%	33.17%	31.37%	11.16%	15.27%
Visual Impairment	50.40%	52.52%	18.22%	17.31%	6.68%	16.57%
Autism	29.64%	24.66%	26.13%	17.82%	35.09%	45.52%
Deaf/Blindness	12.50%	17.56%	29.17%	19.97%	37.50%	32.25%
Traumatic Brain Injury	31.67%	28.45%	36.67%	34.77%	24.72%	27.84%
Young Child with Dev. Delay	75.94%	46.28%	15.00%	32.40%	8.44%	19.67%
All	55.97%	48.22%	28.68%	28.73%	11.94%	19.02%

IDEA Part B Missouri and United States Percent of Students Ages 6-21 Served in Different Educational Environments						
School Year	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
2000-2001	53.17%	46.45%	30.87%	29.84%	12.58%	19.55%
2001-2002	54.16%	48.44%	30.32%	28.29%	12.27%	19.23%
2002-2003	55.97%	48.22%	28.68%	28.73%	11.94%	19.02%



Source of School Age Data:

- IDEA Part B Educational Environment (2002), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as of 02/18/04.
- IDEA Part B Educational Environment (2001), Table ABB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb2.xls as of 02/18/04.
- IDEA Part B Educational Environment (2000), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab2.xls as of 02/18/04.

Notes: United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.

Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Outside Regular Class <21%, Outside Regular Class 21-60%, Outside Regular Class >60%, Public Separate Facility, Private Separate Facility, Public Residential Facility, Private Residential Facility, and Homebound/Hospital

School Age Data (Students Ages 6-21):

Data suggest Missouri demonstrates many positive aspects with regard to educating students ages 6-21 in more inclusive environments. For purposes of this analysis, educational environments relative to Outside Regular Education were compared to determine progress or slippage in ensuring students are educated in the least restrictive environment.

Comparison of Trends – IDEA Part B - Students Ages 6-21:

Three Year Cumulative:

- Missouri's Outside Regular Education <21% percent increased by 2.80%
- Missouri's Outside Regular Education 21% to 60 percent decreased by 2.19%
- Missouri's Outside Regular Education <60% percent decreased slightly by 0.64%.

In school year 2002-2003:

- Missouri's Outside Regular Education <21% percent was 7.75% higher than the United States and has remained higher for three consecutive years.
- Missouri's Outside Regular Education 21% to 60% percent was comparable to the United States and has been comparable for three consecutive years.
- Missouri's Outside Regular Education <60% percent was 7.08% lower than the United States and has remained lower for three consecutive years.

Resultantly, movement in these educational environments has been in the direction of less restrictive environments for students ages 6-21. Overall, Missouri compares favorably to the United States.

Disability Categories - Comparison of Trends – Missouri (IDEA Part B - Students Ages 6-21):

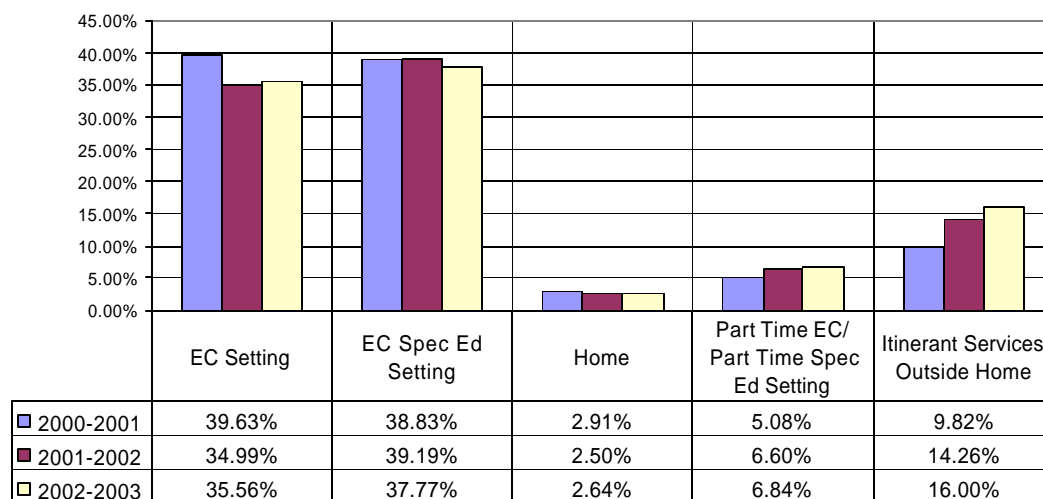
With respect to comparing Missouri trends in individual disability categories, the greatest improvements in placements Outside Regular Education <21% were in the disability categories of Learning Disabilities and Speech/Language. Cumulatively over a three year period, Learning Disabilities increased 2.15% and Speech/Language increased 3.94%. Since both of these categories represent the highest incidence rates in Missouri, when compared to all other disability categories, marked improvements in either represent gains in educating students with disabilities with non-disabled peers.

Early Childhood Data (Students Ages 3-5):

IDEA Part B										
Percent of Students Ages 3-5 Served in Different Educational Environments by Disability										
2002-2003 School Year										
Disability Category	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	65.63%	44.05%	9.38%	27.73%	0.00%	1.42%	21.88%	20.43%	2.08%	3.52%
Speech/Language Impairment	68.70%	41.81%	7.06%	22.05%	0.68%	1.44%	5.29%	15.00%	18.06%	17.96%
Mental Retardation	12.90%	20.32%	48.39%	52.36%	0.00%	2.64%	25.27%	12.71%	1.08%	2.55%
Emotional Disturbance	45.95%	26.26%	24.32%	41.67%	0.00%	3.08%	21.62%	16.02%	0.00%	3.15%
Multidisabled	12.82%	20.92%	64.10%	48.22%	5.13%	4.81%	2.56%	9.26%	7.69%	1.82%
Hearing Impairment	23.19%	23.39%	36.23%	41.96%	0.00%	2.90%	10.14%	16.85%	1.45%	3.16%
Orthopedic Impairment	62.50%	31.22%	27.08%	40.84%	4.17%	2.93%	4.17%	14.79%	0.00%	3.01%
Other Health Impairment	43.28%	24.82%	27.61%	46.64%	3.73%	4.55%	20.15%	17.76%	2.24%	3.13%
Visual Impairment	30.77%	27.25%	34.62%	36.50%	3.85%	5.98%	15.38%	16.86%	0.00%	2.88%
Autism	20.14%	24.47%	57.55%	49.47%	2.88%	2.09%	15.11%	15.21%	1.44%	1.19%
Deaf/Blindness	0.00%	30.95%	0.00%	30.56%	0.00%	3.17%	100.00%	13.49%	0.00%	0.79%
Traumatic Brain Injury	16.67%	33.09%	50.00%	34.02%	0.00%	3.31%	16.67%	16.24%	0.00%	1.76%
Young Child with Dev. Delay	20.73%	30.51%	51.76%	40.08%	3.61%	5.33%	6.58%	15.04%	16.30%	2.51%
All	35.56%	35.39%	37.77%	32.04%	2.64%	3.06%	6.84%	15.08%	16.00%	10.00%

IDEA Part B										
Missouri and United States										
Percent of Students Ages 3-5 Served in Different Educational Environments										
School Year	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
2000-2001	39.63%	35.86%	38.83%	31.36%	2.91%	3.00%	5.08%	15.15%	9.82%	9.65%
2001-2002	34.99%	36.87%	39.19%	31.38%	2.50%	3.08%	6.60%	14.21%	14.26%	9.53%
2002-2003	35.56%	35.39%	37.77%	32.04%	2.64%	3.06%	6.84%	15.08%	16.00%	10.00%

IDEA Part B - Missouri
Percent of Students Ages 3-5
Served in Different Educational Environments



Source of Early Childhood Data:

- IDEA Part B Educational Environment (2002), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as 02/20/04.
- IDEA Part B Educational Environment (2001), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb1.xls as 02/20/04.
- IDEA Part B Educational Environment (2000), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab1.xls as 02/20/04.

Notes:

- United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.
- In the State of Missouri, preschool is not mandatory, but districts must provide Early Childhood Special Education Services to families who qualify for and want them.

Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Early Childhood Setting, Early Childhood Special Education Setting, Home, Part Time Early Childhood/Part Time Early Childhood Special Education Setting, Residential Facility, Separate School and Itinerant Services Outside Home

Early Childhood Data (Students Ages 3-5):

Data suggest Missouri demonstrates some progress with regard to educating children ages 3-5 in more inclusive environments. For this analysis, Early Childhood Settings, Early Childhood Special Education Settings and Itinerant Services Outside Home educational environments were compared to determine progress or slippage in ensuring children ages 3-5 are educated in the least restrictive environments.

Comparison of Trends – IDEA Part B - Students Ages 3-5:

Three Year Cumulative:

- Missouri's Early Childhood Settings percent decreased by 4.07%. It should be noted that from 2001-2002 to 2002-2003 the percent change was a decrease of 0.57% thus the significant decrease occurred from 2000-2001 to 2001-2002 (i.e. a 4.64% decrease).
- Missouri's Early Childhood Special Education Settings percent decreased by 1.06%
- Missouri's Itinerant Services Outside Home percent increased by 6.18%

In school year 2002-2003:

- Missouri's Early Childhood Settings percent was comparable to the United States (i.e. only 0.17% higher). However, it was not consistent the two previous years. In 2000-2001, it was 3.77% higher and in 2001-2002 it was 1.88% lower.
- Missouri's Early Childhood Special Education Settings percent was 5.73% higher than the United States and has been higher for three consecutive years. However, this gap has decreased over the past three years by 1.74%.
- Missouri's Itinerant Services Outside Home percent was 6.00% higher than the United States and has remained higher for three consecutive years.

Resultantly, the respective decrease of 1.06% in placements in Early Childhood Special Education Settings indicates some minimal progress with respect to children ages 3-5 as this placement can be considered more restrictive and thus less inclusive. An increase in Itinerant Services Outside the Home is also indicative of some progress as it is more inclusive. However, placements in Early Childhood Settings have decreased indicating some slippage has occurred with respect to educating children ages 3-5 in this more inclusive environment.

Monitoring Data:

Special Education and Related Services 6 -- Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	32	7	1	1		34.0%
2002-2003	92	33	33				35.9%

Special Education and Related Services 7 -- The IEP provides for involvement and progress in the general curriculum.

Indicator B 107030 - Demonstrate involvement in general curriculum

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	4	0	0			4.3%
2002-2003	99	5	5				5.1%

Least Restrictive Environment 1 -- Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	37	8	2	2		38.9%
2002-2003	99	41	11	2	2		41.4%

Indicator B 105300 - Child's regular education teachers(s) involved in individualized education program (IEP)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	13	1	0			13.7%
2002-2003	96	5	5				5.2%

Indicator NR 300200 -- The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	88	1	0	0			1.1%

Least Restrictive Environment 2 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

Indicator Perf 200200 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	38					37.6%
2002-2003	94	34					36.2%

Indicator Perf 200210 -- The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide averages.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	81	24					29.6%

Least Restrictive Environment 3 -- The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						0.0%
2002-2003	94	17					18.1%

Least Restrictive Environment 4 -- Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	22	5	1	1		21.8%
2002-2003	99	33	32	1	1		33.3%

Indicator B 107800 -- Extent of non-participation in regular education

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	6	2	0			6.7%
2002-2003	96	20	19	0			20.8%

Indicator B 109200 -- Placement decisions:

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	11	2	0			11.8%
2002-2003	96	6	5	0			6.3%

Indicator B 109230 -- Based on continuum of alternative options:

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	13	1	1				7.7%
2002-2003	96	4	3	0			4.2%

Indicator B 109240 -- Based on the IEP with consideration of regular education classroom with supplementary aids and services

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	5	1	0			5.3%
2002-2003	96	4	3	0			4.2%

Least Restrictive Environment 4 (continued from previous page)

Indicator B 109260 -- As close as possible to the child's home and in school she/he would attend if nondisabled

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	5	0	0			5.4%
2002-2003	92	0					0.0%

Indicator Inte 308400 -- Results of interview indicate students with IEPS are placed in the least restrictive environment.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	40	7	3	1	1		17.5%
2002-2003	42	9	8	1	1		21.4%

Least Restrictive Environment 5 -- Children with disabilities participate with non-disabled children in the full range of programs and services available in the district

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	12	2	0			21.8%
2002-2003	99	9	1	8			9.1%

Indicator B 108000 -- Addresses participation in program options, nonacademic and extracurricular services and activities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	2	0	0			2.1%
2002-2003	96	2	2				2.1%

Indicator B 108800 - Special Education and related services are provided in accordance with the IEP

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	15	1	0			16.0%
2002-2003	95	7	7				7.4%

Least Restrictive Environment 5 (continued from previous page)

Indicator B 109250 -- Consideration of integration to maximum extent appropriate

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	13	0					0.0%
2002-2003	96	2	2				2.1%

Least Restrictive Environment 6 -- Related services are provided in a variety of settings, including the regular classroom where appropriate

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	80	16	2	1	1		20.0%
2002-2003	73	0					0.0%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Data suggest improvements with regard to access to the general curriculum as indicated by decreases in the percents of districts reviewed out of compliance for indicators relative to Special Education and Related Services. Most districts have IEPs that demonstrate involvement in the general curriculum and most districts have regular educators involved with the IEPs. A relatively high percent of districts are called out on the percent of children served at each point of the continuum, but that is to be expected because the cut point is set at about the statewide average.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. In order to merit a "Met" call on district monitoring standards for 2002-2003, the following conditions needed to be met:

- school-age incidence rates to be within +/- 2% for the corresponding statewide rates
- the percent of preschoolers served in early childhood special education to be between 2% and 8%
- the percent of special education students in regular class to be greater than 50%
- the percent of special education students in self-contained settings to be less than 15%
- the percent of early childhood special education students in ECSE settings to be less than 50%
- the percent in self-contained settings is less than 10% higher than the statewide averages for any category of disability

These conditions are not considered targets; rather they are minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The Division developed and provided training to facilitate least restrictive environment placements. Professional Development Trainings conducted during 2002-2003 are found in the table below. LRE continues to be a focus area for monitoring. Placements in Early Childhood Settings decreased indicating some slippage. The Division is presently exploring the possibility of requiring districts using more restrictive placements to attend Early Childhood Special Education LRE training.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers
Least Restrictive Environment in K-12	9	18	133	Majority of participants were special education teachers

4. Projected Targets:

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum.
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.V

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets (5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.3.1 BF.V BF.I BF.IV	A) Develop and implement professional development training curriculum on access to the general education classroom such as: <ul style="list-style-type: none"> • Differentiated instruction • Problem solving for high quality interventions • Quality eligibility determinations • PBS • Curriculum based measurement • K-12 LRE • ECSE LRE • MGO • Self-Determination • Differentiated Instruction for Vocational Education (K-4) 	2.3.1.1 Curriculum developed 2.3.1.2 Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC 2.3.1.3 Regional, RPDC and in- district trainers identified. 2.3.1.4 Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers. 2.3.1.5 Credential RPDC and regional trainers 2.3.1.6 Training in the nine RPDC regions and medium/large districts conducted 2.3.1.7 Impact of the training evaluated	<ul style="list-style-type: none"> • Web based software implemented • Distribute the special education district profile to LEAs via the web. • Placement rates indicate time spent outside regular education class is minimized 	Timelines: 2003-2004 Development of curriculum 2004-2005 Coordinated plan Resources: <u>Section Responsibility:</u> Effective Practices Compliance RPDC Consultants <u>Funding Type:</u> Part B SIG
2.3.2 BF.V BF.IV	B) Embed content of the curriculum in pre-service education coursework	2.3.2.1 Meeting convened with IHE representatives 2.3.2.2 Workgroup convened to develop strategies and timelines Appropriate areas in existing areas identified to embed strategies	<ul style="list-style-type: none"> • Pre-service education coursework includes information on students with disabilities 	Timelines: 2004-2005 Develop and plan timelines 2003-2004 Meet with IHE reps and train on seven curriculums Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG

BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

This is a new area of focus established by the Office of Special Education Programs in January of 2004 and data are currently limited to the School Entry Profile.

The School Entry Profile is an assessment instrument used to rate the school readiness of students from a random sample (10%) of Missouri public elementary districts and schools. All kindergarten teachers in sample schools are trained to rate all the children in their classrooms including children with disabilities. However, the children with disabilities rated as part of this assessment cannot be considered representative due to sampling methodology based on types of schools represented, not students. Consequently, analysis of data provided by this instrument and the conclusions or generalizations drawn thereof must be placed in the appropriate context.

The School Entry Profile consists of 65 ratings items that reflect entry-level skills, knowledge, behaviors, and dispositions in seven areas of development. Areas identified include symbolic development, communication, mathematical/physical knowledge, working with others, learning to learn, physical development, and conventional knowledge. Items for the symbolic development, communication, mathematical/physical knowledge, working with others, and learning to learn domains are assessed with a three-point scale: *almost always*, *occasionally/sometimes*, and *not yet/almost never*. Items comprising the physical development and conventional knowledge domains are scored *yes* and *no*. Raw scores are converted to standard scores with a mean of 100 and a standard deviation of 15.

Additionally, parents complete a Parent/Guardian Survey about their children. This survey provides data about children's health, education, and home literacy experiences prior to kindergarten. The *Parent/Guardian Survey* obtains information from parents on health issues, the child's participation in programs or pre-school attendance, and the frequency of home literacy activities. Parents indicate whether their child had experienced or participated in each of the following prior to kindergarten: Parents as Teachers (PAT), First Steps, Early Childhood Special Education, Early Head Start, Head Start, public pre-school, private pre-school, child care at a center, parent care at own home, child care at own home, and child care at another private home. Additionally, for each experience, parents indicate the length of the child's participation (less than one year, 1-2 years, or more than 2 years) and whether pre-school and child care experiences were in licensed or accredited facilities.

School Entry Profile results for children with disabilities (subset of the sample of all students) were as follows:

School Entry Profile Standard Scores														
Readiness Scales	Fall 1998			Fall 1999			Fall 2000			Fall 2002			Comparison of Differences	
	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	Average Difference All Years Assessed	Average Difference 2000 and 2002
Symbolic Development	95.2	98.1	2.9	97.2	95.7	-1.5	96.9	95.4	-1.5	96.1	97.7	1.6	0.4	0.1
Communication	95.0	99.3	4.3	96.8	95.7	-1.1	96.0	95.9	-0.1	94.7	96.5	1.8	1.2	0.9
Mathematical/Physical Knowledge	95.1	101.4	6.3	96.8	96.0	-0.8	95.1	96.1	1.0	94.7	98.5	3.8	2.6	2.4
Working with Others	95.3	99.4	4.1	98.3	99.2	0.9	95.5	96.1	0.6	96.2	98.0	1.8	1.9	1.2
Learning to Learn	95.1	99.6	4.5	97.9	95.6	-2.3	96.0	95.8	-0.2	94.3	97.0	2.7	1.2	1.3
Conventional Knowledge	94.8	99.3	4.5	96.5	96.5	0.0	97.1	96.8	-0.3	94.9	99.5	4.6	2.2	2.2
Preparation for Kindergarten	95.5	99.9	4.4	96.9	97.5	0.6	96.3	98.8	2.5	95.5	99.9	4.4	3.0	3.5
	N=334	N=42	-	N=195	N=46	-	N=353	N=118	-	N=349	N=93	-	-	-

Source: Missouri Department of Elementary and Secondary Education - School Entry Assessment Project Report of Findings for 1999, 2000, and 2002.

Notes:

- The School Entry Profile was not conducted in 2001.
- The mean standardized scale score is 100 with a standard deviation of 15.
- All IEP are all the children with identified disabilities attending kindergarten in the sample districts/schools.
- Spec. Ed. Services plus PAT & Pre-School are the children with identified disabilities attending kindergarten in the sample district/school who participated in the following pre-kindergarten experiences: Special Education (First Steps, Early Childhood Special Education, etc.), Parents as Teachers (PAT), and pre-school (public or private).

Formulas: Readiness Scale Difference = Spec. Ed. Services plus PAT & Pre-School Readiness Scale Standard Score – All IEP Readiness Scale Standard Score

School Entry Profile - Comparison of Trends:

Of the students assessed:

- All seven Readiness Scales for All IEP and Special Education Services plus PAT and Pre-school were within one standard deviation of the mean, i.e. standard scores were greater than 85 and less than 115.
- All seven areas of development for All IEP and Special Education Services plus PAT and Pre-school were below the mean with the exception of Mathematical/Physical Knowledge in 1998 which was slightly above the mean.
- In each year assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School received higher scores in Working with Others and Preparation for Kindergarten than All IEP.
- Based on the average differences of all seven areas assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School obtained higher standard scores than All IEP in all seven areas of development

Resultantly, of the small sample of children with disabilities who were rated, data suggests those with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School, exhibited greater levels of school readiness in all seven areas of development. Additionally, scores of this sample grouping increased the last two assessment years (2000 and 2002) suggesting improvements in school readiness from special education and related services combined with PAT and pre-school. However, it should be noted that these data represent only a fraction of pre-school children with disabilities in the State of Missouri.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year.

3. Explanation of Progress or Slippage for reporting period July 1, 2002 through June 30, 2003):

Limited data make it difficult to draw conclusions. Slight improvements may be due to less restrictive placements and participation in Early Childhood Special Education along with other preschool experiences.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers

4. Projected Targets:

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children.
- Continue to increase the performance level of children who receive special education and related services prior to age 5.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.6.1 BF.VI BP BF.IV BF.V	<p>A) Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities.</p> <ul style="list-style-type: none"> • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated 	<p>2.6.1.1 Stakeholders identified 2.6.1.2 Guidance developed 2.6.1.3 Policies reviewed and revised 2.6.1.4 Best Practices disseminated</p>	<ul style="list-style-type: none"> • Policies that reflect integration of EC and ECSE with a focus on improved achievement 	<p>Timelines: Begin activity during the 2004-05 school year and develop timelines at that time.</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices</p> <p><u>Funding Type:</u> Part B funds</p>
2.6.2 BF.VI BP GS.II BF.IV BF.V	<p>B) Analyze the existing data regarding ECSE to determine the impact of ECSE services on achievement.</p> <ul style="list-style-type: none"> • School Entry Profile • LRE • ECSE applications • Compliance monitoring 	<p>2.6.2.1 Data Collected 2.6.2.2 Data Implemented 2.6.2.3 Plan with recommendations developed</p>	<ul style="list-style-type: none"> • Impact of ECSE services on achievement is determined based on data analyses. 	<p>Timelines: Begin activity during the 2004-05 school year and develop timelines at that time</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance</p> <p><u>Funding Type:</u> Part B funds</p>